ACS WASC Part Two Training for Postsecondary Schools Hosting a 2020-21 Visit
ACS WASC Accreditation Cycle

Annual profile update of key data
Annually update plan
Mid-cycle report and potential visit
Training
Develop self-study for upcoming full visit
Prepare for and host visit
Be sure to keep some records of your work along the way
Postsecondary Schools

This page features the protocols and processes that define our work with all postsecondary schools that are affiliated with ACS WASC. The information listed below should be helpful as schools seek ways to improve the quality of the educational programs they offer to their students. The ACS WASC self-study process is a powerful tool for schools to use as they endeavor to serve students and staff more effectively.

ACS WASC is pleased to partner with the Council on Occupational Education (COE) for postsecondary schools that either currently receive or plan to receive Title IV funds from the United States Department of Education (USDE). Postsecondary schools that receive Title IV funds must be accredited by an agency that is officially recognized by the USDE. Click here for additional information. Contact COE (www.council.org) for more information.
How are the students achieving?

Is the school doing everything possible to support the high achievement of all its students?
Establish a Timeline

To visiting committee no later than 6 weeks prior to the visit

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Today’s Goals

Check up on work done

The Action Plan

The Visit
Goals of Self-Study and Visit

Insight
Celebration
Affirmation
Aligned to the CAEP
What?

So What?
What currently exists?
How effective?

Now

What?
Characteristics of a Quality Self-Study

- Solid Facts & Clear Measurable Goals
- Analyzed Findings Supported by Evidence
- Straightforward Language
Path to the Action Plan
GOAL: Schoolwide Action Plan

Aligned to or incorporated into all other plans
Chapter I

School description and accreditation history

Schoolwide Learner Outcome

Findings

Outcome, Perception Data

Graduation Rate

2016 2017 2018

Test A
Test B
Test C
Chapter II: Progress Report

1. Significant Developments

2. Implementing and Managing the Plan

3. Report on Plan including Growth Targets; Key Activities linking to Schoolwide Areas for Follow-Up; Additions/ Deletion; Show success in addressing issues raised by Visiting Committees
Chapter III

1. Institutional Mission. Purpose, & Objectives
2. Organizational Structure
3. School Leadership, Faculty & Staff
4. Curriculum
5. Instructional Program
6. Use of Assessment
6. Student Support Services
8. Resource Management
9. Community Connection
10. Action Plan
Chapter III: Criteria Response

**Process**

- Program Groups
- Leadership Team
- Focus Groups

**Product**

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
Levels of Criteria Responses

General
All students

Differentiated
Programs, Departments
ACS WASC POSTSECONDARY SELF-CHECK QUESTIONS

Task 1:
- Has the school community gathered and analyzed all pertinent data in order to clarify the characteristics and achievement of ALL the students?
- Has the leadership team produced a “user-friendly” profile for all shareholders?
- Have the staff members and other shareholders discussed the profile?
- Will the stakeholders use the profile to guide the inquiry into the school programs?
- Will the questions raised from the profile analysis be integral to the work of the self-study groups?
- Will the profile be regularly updated and used by the stakeholders as the school focuses on student achievement?
- Schoolwide Learning Outcomes
  - Has the school obtained input from all?
  - Is there commitment to accomplishing the learning outcomes from all stakeholders?
  - To what extent has the school involved staff in discussion regarding the relationship of the schoolwide learning outcomes to the programmatic learning outcomes?
  - Is the school beginning to discuss quality accomplishment of the learner outcomes?

Task 2:
- Did the school address each section of the action plan?
- Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?
- Does the report show how each section impacted student accomplishment of one or more of the schoolwide learning outcomes?

Task 3:
- Based upon the institution’s mission, student learning outcomes, and the WASC postsecondary standards, did the school
  - Analyze the quality of the school program?
  - Synthesize and summarize the findings?
  - Determine aligned strengths and growth needs?

Task 4:
- Are the sections addressing major identified areas for improvement?
- Are the sections enhancing the learning of all students?
- Are the student learning outcomes addressed through the plan?
- Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
- Is the action plan feasible & realistic? Are resources considered for each action plan section?
- Do the ways of assessing progress include the analysis of student learning?
- Is there sufficient commitment to the action plan?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?
Work Smart!
Characteristics of a Self-Study

- Solid facts
- Analyzed findings supported by evidence
- Straight-forward language
Chapter I – Task 1

pp. 19-21
Chapter 1

Description & history
School Programs
School Performance
Perception Data
Online Programs
Schoolwide Learner Outcomes

Procedures:
- Review the current mission statement; make any revisions if necessary
- Clarify institutional mission and Schoolwide Learner Outcomes (SLOs)
- Include all pertinent data that is relevant to the success of students in the school
- Gather and analyze the learning data and draw conclusions
- Draft succinct narrative descriptions that profile the students and community served by the school; this narrative should include important socioeconomic and demographic data about the students and the community, a specific summary of current student academic performance, and any identified trends that have impacted the school
- Provide a brief summary of all programs offered
- Disseminate the draft to all staff and make modifications after input is received
- Prepare the final summary profile along with supporting charts, graphs, and learning data (past three years if possible).

Specific Information Required:
- Basic Institutional Information:
  - Narrative description of your school — who are you, why do you exist, what do you do best, what makes you unique as an school
  - School address, website, branches, extension sites, etc.

Additional Online School Program and Course Description
- Provide a succinct summary of all types of online instruction and specialized programs offered, such as IB Diploma Program, college/career readiness programs (CTE, academies, Pathways), school/college partnerships, AVID, GATE, independent study, and other alternative education programs.

Schoolwide Learner Outcomes
Select two of the school’s Schoolwide Learner Outcomes (SLOs) and describe to what extent their online programs/courses are connected to the SLOs and are being achieved in the online environment. Based upon the available data in the accreditation report, comment on the degree to which the students are achieving the identified SLOs
Who are our students?
Who compose the major subpopulations at our institution?
What about different programs/paths?
Student/Community Profile Tells Your Story

What do the data tell us?
Not tell us?
Do pieces of data conflict with one another?
Do pieces of data support other data?
What questions do the data raise?
Data

Demographic

Outcome

Process/Perception
Data

Trends
Irregularities
Anomalies
Summary of Profile Data

Simple narrative offering understanding and conclusions when the data are not complex.

Enrollment has remained between 3,250 and 3,375 students for the past three years.

Table OR graph when the data vary greatly AND narrative offering understanding and conclusions.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>ABE</td>
<td>42</td>
<td>55</td>
<td>69</td>
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<td>CTE</td>
<td>70</td>
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<td>ESL</td>
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<td>66</td>
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<tr>
<td>Adults with Disabilities'</td>
<td>60</td>
<td>71</td>
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Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Who are the students?
How well are the students achieving?

What do the data tell us?
Not tell us?

What questions do the data raise?
Summary of Profile Data

Basic Institutional Information

Community Information

Student Learning Data

Additional Online School Programs and Course Description

Schoolwide Learner Outcomes

• Select two of the school’s Schoolwide Learner Outcomes (SLOs)
• Using data generated in this profile describe to what extent the programs/courses are connected to the SLPs and to what extent the SLOs are being achieved
Self-Check Questions: Chapter I

- Has the school community gathered and analyzed all pertinent data to clarify the characteristics and achievement of ALL the students?
- Has the leadership team produced a “user-friendly” profile for all shareholders?
- Have the staff members and other shareholders discussed the profile?
- Will the stakeholders use the profile to guide the inquiry into the school programs?
- Will the questions raised from the profile analysis be integral to the work of the self-study groups?
Chapter II – Task 2

p. 22
Chapter II  Progress Report

• Significant developments
• Procedures for Action Plan implementation and monitoring
• Progress on Action Plan sections showing the success in addressing key issues
Self-Check Questions: Chapter II

• Did the school **address each section** of the action plan? Make necessary modifications? How successful was the work?

• Did the school show **how all critical areas of follow-up** from the last full self-study were integrated into the

• Does the report show how each key issue has **impacted** accomplishment of Schoolwide Learner Outcomes
Capacity and Commitment

Key components for status determination
Chapter III – Task 3

pp. 23-60
Leadership Team: Discuss criteria categories 1-3 and 8-10 info from institution – feedback from departments programs

Focus Groups: Discuss criteria categories 4-7

• Concentrate on assigned criteria and indicators

• Use discussion questions considering “To what extent...” as well as “how.”

• What types of evidence need to be analyzed to determine this

Make plans to confirm/modify assumptions and clarify differences so your report reflects reality.
Program Groups  Chapter III

Criterion 4  Curriculum
Criterion 5  Instruction Program
Criterion 6  Use of Assessment
Criterion 7  Student Support Services

Gather information focusing on what students are doing and what they are producing. Use multiple appropriate methods to gather, assess, and respond showing differentiation among courses and programs

Include their impact on identified student weaknesses

Identify strengths and key issues to address
Chapter III: Criteria Response

Data
Observations
Interviews/Surveys
Student work samples
Documents
Professional knowledge

Analytical response to criteria
Evidence
Strengths
Areas for Growth
Characteristics of a Quality Self-Study

- Solid Facts
- Analyzed Evidence Supported by Evidence
- Straightforward Language
Criteria 5: Instruction
Indicators and Discussion Questions

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Discussion Questions:

• How does the school measure the quality of instruction in its classrooms?

• How do faculty members keep current in instructional strategies and methodologies in their areas of expertise?
Checking Reality

Classroom Observations

Interviews/Surveys

Student Work
Standard 5: Instruction

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Findings</th>
<th>Evidence</th>
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<tr>
<td>Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.</td>
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<td>Indicator 5.2 The school uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students</td>
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<td>Indicator 5.3: The school is actively engaged in integrating new technology into the instructional program of the school.</td>
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Teachers judge both the quality of both teaching and learning by regular and routine (daily/weekly) evaluations including classroom participation and work, long-term projects, and routine tests based program course objectives. These standards are generally congruent within a discipline/program. Each teacher is observed four times a year by either an administrator or the program director. Each observation is followed by an debriefing meeting. Students report that while the quality of their work varies, all students seem to receive similar grades. This was particularly seen in online courses. No student reported that teachers had discussed a grading standard within the classroom. Grades are distributed only to students.
Additional Online Indicators and Discussion Questions

Indicator 5.4: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

Discussion Questions:
• To what degree are teacher technology competencies assessed during online instruction?
• How are all students, regardless of background and ability, actively involved in the learning that is based on the Schoolwide Learner Outcomes and academic standards?
School’s Strengths and Key Issues for Criterion 5 (no specific number required)

Strengths:
1.
2.
3.

Key Issues (Prioritized):
1.
2.
3.
Self-Check Questions: Chapter III

Based upon the institution’s mission, student learning outcomes, and the ACS WASC postsecondary standards, did the school

• Analyze the quality of the school program?
• Synthesize and summarize the findings?
• Determine aligned strengths and growth needs?
The Big Three

1. Respond to the indicators using the discussion questions

2. Differentiate

3. How might these differences affect areas of identified relative weakness in student performance
Chapter IV – Task 4

pp. 40-42
Path to the Action Plan

Data

Strengths

Growth Needs

Action Plan
Action Plan

Use strengths and growth areas identified in Chapter III; collapse and combine; prioritize

Revise action plan to incorporate key issues

Identify key leaders

Establish a tentative timeline

Identify resources needed

Describe processes for managing and monitoring the plan
“Each school is to have an Action Plan in place; however, the self-study process reveals new key issues that schools must bring into their Action Plan.”
What if you have multiple plans?

Plan 1

Plan 2

Plan 3
On time to the Chair and Visiting Committee Members

6 weeks Electrically
Today’s Goals

Check up on work done

The Action Plan

The Visit
Think about....

What have we learned during the self-study?
Are we clear about our next best work?
How might our deeper understandings affect thing in my classroom? My department? Our school? In the next three-five years?
Schedule/Activities

Daily feedback meetings between Visiting Committee members and school leaders

Classroom/campus observations

Informal interviews

Meetings with Leadership Team, Focus Groups, and others

Daily meeting of VC Chair and principal

VC report editing/reviewing
VC Report

Chapter I
Introduction

Chapter II
Progress Report

Chapter III
Evaluation of School’s Response to Criteria

Chapter IV
Action Plan Effectiveness
Chairperson and Visiting Committee Members
Schedule
Jointly developed by chair and school leaders
Remembering Planning
Schedule/Activities

Daily feedback meetings between Visiting Committee members and school leaders

Classroom/campus observations

Informal interviews

Meetings with Leadership Team, Focus Groups, and others

Daily meeting of VC Chair and principal

VC report editing/reviewing
VC Report

Chapter I
Introduction

Chapter II
Progress Report

Chapter III
Evaluation of School’s Response to Criteria

Chapter IV
Action Plan Effectiveness
VC Report

- Analysis
- Conclusions – Action Plan
  - Schoolwide strengths
  - Schoolwide critical areas for follow-up
    - Support identified areas
    - Strengthen identified areas
    - Address additional areas
VC Schoolwide Major Key Issues

Support those areas already identified by the school in the Action Plan sections

Strengthen those identified areas in the Action Plan sections

Address additional areas identified by the Visiting Committee

Who  What  Why
Schoolwide Areas for Follow-Up

• Must make sense in light of the VC report including strengths and follow-up

• Must not ask you to do nearly impossible things such as new buildings, salary raises, additional staff.

• Must be non-prescriptive such as implement or change a particular program to a program the VC specifies
What accreditation status best supports the school’s improvement needs?
The revised Action Plan incorporating the schoolwide critical areas for follow-up from the visiting committee (at the end of their Chapter IV) are due to ACS WASC not later than 6 weeks following the visit.
ACS WASC
We are Student Centered
Tell us about your experience today